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## THE CONTENT OF LANGUAGE AND CULTURE COURSE AT ELT DEPARTMENTS

**Annotation.** *The present study aimed at suggesting a list of topics for Language and Culture course through scrutinizing the real needs and preferences of EFL learners in English language programs. The researchers adopted the mixed-methods sequential exploratory method that utilizes both qualitative and quantitative data. The qualitative data were gathered through analyzing 23 syllabi of state universities in Turkey, and reviewing related research articles in order to identify the related topics included in Language and Culture course. Subsequently, the researchers consulted the related field experts, and then designed a reduced list of 27 topics in the form of 5-point Likert scale questionnaire. The study sample consisted of 252 prospective teachers, and they were chosen by the snowball sampling method. The study participants were asked to decide on the extent to which they agree on the importance of each topic in the reduced list. The study findings showed that the most preferred topics identified by the prospective teachers are: the relationship between language and culture; culture, language and translation; the function of language in building social relations and communication; and world cultures. Findings also revealed that topics such as globalization, multilingualism, multiculturalism, intercultural and cross-cultural communication, and how to teach culture were identified as important topics.*

**Keywords:** *Language, Culture, Course Content, ELT, Syllabus Design*

### **Introduction**

Language and culture have always been regarded as parts of a whole, which complete each other. As a prominent constituent of any culture, language is a medium of communication and a reflection of the community where it is used; it is one of the tools for expressing people's ideas and beliefs. Language and culture are indispensable: they are even seen as synonyms due to the close relation in between [1]. Moreover, language and culture have a lot in common and one shapes the other's nature which is followed by the view that separating one from the other would decrease the importance of each [2]. Thus, one can easily see the interwoven relationship between the two.

Integrating the cultural issues of the target language into the teaching practice is quite important. Learning a foreign language entails the realization of the cultural context of that language. The importance of culture in language teaching has been highlighted in many more studies. To illustrate, “success in language learning is conditional upon the acquisition of cultural knowledge: language learners acquire cultural background knowledge in order to communicate, and to increase their comprehension in the target language” [3, p.13]. Tseng's view is in close relation to Nault's view of culture which underlines that proficiency in the target language is significantly related to the knowledge of the target culture [4]. Moreover, Stern's reflections on culture conclude that teaching a language without its culture would fail, as culture is an inseparable part of language use. So, it is seen that a great importance has always been attributed to the link between language and culture in studies both in the 20th and 21st centuries, where globalization has reached out of borders. Thus, for especially teacher training, one should not consider FL teaching without its culture for “culture is the necessary context for language use” [5, p.205].

The research topic of this study, Language and Culture, is one of the courses in the English Language Teacher Education Programmes (ELTEPs hereafter). The syllabus of such a course is expected to be organized according to a general framework identified through the consensus of the staff in each academic institution; therefore, the careful choice of the course topics is an issue to be thoroughly considered by all concerned bodies in the learning process. Students' needs and abilities, the coverage of related cultural topics, and the proper sources of information, etc., are issues of a high concern when thinking of offering a language and culture course.

By looking at the aforementioned studies and assertions of researchers, it is clear that integrating culture and language in EFL settings can contribute to success in language learning. According to a study conducted by Akbay and Cesur, Language and Culture course is one of the most favoured general knowledge elective courses [6]. The study indicated a high consensus among prospective teachers on language and culture as one of the top four preferred courses in the ELT programmes, depending on the personal needs and interests of the learners. Therefore, there is a need for a comprehensive course content focusing on the important aspects of culture in language teaching that is generated by taking into account of both the teaching and the learning sides. Therefore, this current study is expected to be significant, as it aims at suggesting content for teaching language and culture course to provide the prospective teachers with a deep understanding and adequate knowledge of the role of culture in foreign language teaching.

The content is aimed to cover a range of mostly referred topics related to language and culture in the literature, so it may be possible to overcome some of the barriers in the integration of culture into language teaching. The course content is based on EFL

experts' experience and insight, along with prospective teachers' preferences on the selected topics. To achieve the study purpose, the researchers pose the following research question: What are the most-preferred topics to be included in the Language and Culture course of ELTEPs?

### **Materials and methods**

At the beginning of the study, the relevant literature was reviewed. By adopting the mixed-methods sequential exploratory research design [7], the researchers collected data with a variety of methods including both qualitative and quantitative data collection tools and analyses. The study begins with qualitative data collection of document analysis, which included the review of the syllabi of language and culture courses in 23 state universities along with the suggested language and culture course topics in Council of Higher Education (CoHE hereafter) and related research articles about teaching culture in EFL contexts.

The next step was to determine the frequency of these topics in the reviewed literature. In order to find out the extent how much these topics appeared in university syllabi and previous studies, content analysis was conducted. The number and source of each topic on the list were demonstrated explicitly and manually on a table, so that it was possible for researchers to see how many times and where these topics were mentioned. However, since some topics were used more than once, the list had to go through a qualitative analysis, so that the same topics were prevented to be seen more than once on the list [8]. Subsequent to this step, qualitative thematic analysis was conducted [9] by carefully and repetitively reading the list from beginning to the end to become more familiar with the topics using Microsoft Excel. As a result, by merging the recurring items and constituting broader themes when necessary, hundreds of individual topics could have been reduced to overall 81 items.

By taking all of the aforementioned stages into consideration, the list composed at the end with these 81 items with their frequencies, gave a clear idea to the researchers about which topics to include in the questionnaire. Thus, the first 26 items on the frequency list including the frequency numbers from 37 to 4 were added in the questionnaire. However, to check the validity of the questionnaire, researchers also consulted two expert EFL lecturers, who had experience in teaching culture. Some of the additional topics these experts suggested were also added to the list and their feedback was used to reach the final version of the questionnaire such as discarding some of the items on the list, changing the wording of or adding extra explanations for some items. The researchers reached the 27-item-questionnaire in the end. The overall reliability for the 27 items was computed by Cronbach's alpha ( $\alpha = .90$ ), and it was found to be highly reliable. This was then, transferred to Google Forms to make it easily accessible for the participants.

The questionnaire embodied two separate parts: the first part required participants to provide the confirmation of their consent for participating in the study. The next part constituted the main part of the quantitative phase of the study, i.e. the participants were asked to rate each topic according to their needs by using a Likert Scale which was divided into five categories ranging from strongly disagree (1.00–1.79), disagree (1.80–2.59), neutral (2.60–3.39), agree (3.40–4.19) and strongly agree (4.20–5.00). The topics they needed the most would be represented with 5, “strongly agree” and the least would be the opposite, which is 1, “strongly disagree”.

The present study aimed at suggesting content topics for language and culture course according to the needs of EFL undergraduate students. Thus, the target sampling population of the study was the ELTEP students at Turkish universities. Snowball sampling method was used, where participants of the study, namely future EFL teachers, were reached through the connections of researchers’ surrounding circle of people by forming a kind of chain reaction [10]. Thus, finding participants with the matching criteria became easier and in total of 252 participants were included in the study. The number of the male students is 57 (22.6 %), while that of the female students is 195 students (77.4%). Table 1 shows the distribution of the participants according to their gender and graduate level.

Table 1. The distribution of the students according to their gender and graduate level

	Male	Female	Total
First year	24	82	106
Second year	19	81	100
Third year	3	17	20
Fourth year	11	15	26
Total	57	195	252

After obtaining data from the participants, the results were analysed quantitatively on the SPSS program and descriptive statistics were used to calculate mean values, and the standard deviation of the data. According to the results, most preferred topics with the highest rankings were presented for the Language and Culture course which is assumed to cater the needs of EFL undergraduate students.

### Results

The qualitative data collected from CoHE, research articles, and 23 university syllabi were typed into Microsoft Excel and 81 topics were picked up in total. 26 topics were taken from the list with a frequency of 4 and more (See Table 2).

Table 2. Findings from content analysis

Items	Sources	f
1. Identity as a representation of language and culture	CoHE/U8/U9/U10/U11/U15/U16/U17/U19/U20/U21/U22/U24/U25/U28/U29/U30/U31/U35/U2/U4/U6/U34/U37/U1/U12/U36/U3/U14/U27/U26/U33/U7/U18/U23/U13/R1	37
2. Definition and characteristics of language and culture	CoHE/U8/U9/U10/U11/U15/U16/U17/U19/U20/U21/U22/U24/U25/U28/U29/U30/U31/U35/U2/U4/U6/U34/U37/U12/U23/U33/U3/U13/U5/U18/U36/U37/U27	34
3. The relationship between language and culture	CoHE/U8/U9/U10/U11/U15/U16/U17/U19/U20/U21/U22/U24/U25/U28/U29/U30/U31/U35/U2/U4/U6/U34/U37/U12/U26/U33/U7/U18/U13/U36/U3/U27	33
4. Oral and written culture	CoHE/U8/U9/U10/U11/U15/U16/U17/U19/U20/U21/U22/U24/U25/U28/U29/U30/U31/U35/U2/U4/U6/U34/U37/U7/U26/U33/U26/U23/U12	30
5. Deep culture elements	CoHE/U8/U9/U10/U11/U15/U16/U17/U19/U20/U21/U22/U24/U25/U28/U29/U30/U31/U35/U2/U4/U6/U34/U37/U7/U12/U14/U5/U13/R2	30
6. Sources and components of culture	CoHE/U8/U9/U10/U11/U15/U16/U17/U19/U20/U21/U22/U24/U25/U28/U29/U30/U31/U35/U2/U4/U6/U34/U37/U33/U34/U36/U7/U5	29
7. The dynamics of changes in culture and language	CoHE/U8/U9/U10/U11/U15/U16/U17/U19/U20/U21/U22/U24/U25/U28/U29/U30/U31/U35/U2/U4/U6/U34/U37/U3/U12/U27/U36	28
8. Surface culture elements	CoHE/R2/R3/U5/U8/U9/U10/U11/U15/U16/U17/U19/U20/U21/U22/U24/U25/U28/U29/U30/U31/U35/U2/U4/U6/U34/U37	27
9. The function of language in transmitting knowledge and culture, and in building social relations and communication	CoHE/U8/U9/U10/U11/U15/U16/U17/U19/U20/U21/U22/U24/U25/U28/U29/U30/U31/U35/U2/U4/U6/U34/U37/U33/U36	26
10. Culture in terms of individuals and society	CoHE/U8/U9/U10/U11/U15/U16/U17/U19/U20/U21/U22/U24/U25/U28/U29/U30/U31/U35/U2/U4/U6/U34/U37/U12/U13	26
11. Globalisation, multilingualism and multiculturalism	CoHE/U8/U9/U10/U11/U15/U16/U17/U19/U20/U21/U22/U24/U25/U28/U29/U30/U31/U35/U2/U4/U6/U34/U37/U12/U36	26
12. National cultures	CoHE/U8/U9/U10/U11/U15/U16/U17/U19/U20/U21/U22/U24/U25/U28/U29/U30/U31/U35/U2/U4/U6/U34/U37	24
13. Acculturation, enculturation, cultural spread and harmony	CoHE/U8/U9/U10/U11/U15/U16/U17/U19/U20/U21/U22/U24/U25/U28/U29/U30/U31/U35/U2/U4/U6/U34/U37	24
14. Culture in terms of cognitive, symbolic, structural-functional approaches,	CoHE/U8/U9/U10/U11/U15/U16/U17/U19/U20/U21/U22/U24/U25/U28/U29/U30/U31/U35/U2/U4/U6/U34/U37	24

Items	Sources	f
15. Individuals' language and language acquisition	CoHE/U8/U9/U10/U11/U15/U16/U17/U19/U20/U21/U22/U24/U25/U28/U29/U30/U31/U35/U2/U4/U6/U34/U37	24
16. The effect of language on the human consciousness	CoHE/U8/U9/U10/U11/U15/U16/U17/U19/U20/U21/U22/U24/U25/U28/U29/U30/U31/U35/U2/U4/U6/U34/U37	24
17. Advancement and transmission of language and culture	CoHE/U8/U9/U10/U11/U15/U16/U17/U19/U20/U21/U22/U24/U25/U28/U29/U30/U31/U35/U2/U4/U6/U34/U37	24
18. Unitary and discriminative culture	CoHE/U8/U9/U10/U11/U15/U16/U17/U19/U20/U21/U22/U24/U25/U28/U29/U30/U31/U35/U2/U4/U6/U34/U37	24
19. Intercultural, and cross-cultural communication	U5/U12/U36/U14/U7/R5/R2	7
20. Analysis of cultural manifestations in some literary works and movies	U3/U7/U13/U26/U27/U36/U33	7
21. Culture and linguistic categories and culture specific words	U5/U23/U14/U1/U72/R4	6
22. Turkish culture and history	U13/U33/U12/U36/U3/R6	6
23. American and British Cultures	U32/U3/U27/R7/ R8/R2	6
24. Stereotypes	U13/U5/U14/U18/U23	5
25. Language and thought	U3/U18/U26/U27/U36	5
26. Sapir and Whorf Hypothesis	U3/ U18/ U27/U23	4

E: Expert Opinion, U: University, R: Previous Research, CoHe: Council of Higher Education

In the second part of the study, it was aimed to identify the most preferred topics to be included in a suggested course of language and culture. The results in *Table 3* show that the participants strongly agree that the following nine topics are the most preferred ones: 1. The relationship between language and culture ( $M = 4.50$ ,  $SD = 0.80$ ), 2. Culture, language, and translation ( $M = 4.46$ ,  $SD = 0.81$ ), 3. The function of language in building social relations and communication ( $M = 4.34$ ,  $SD = 0.85$ ), 4. World cultures ( $M = 4.32$ ,  $SD = 0.91$ ), 5. Oral and written culture ( $M = 4.32$ ,  $SD = 0.81$ ), 6. Definition and characteristics of language and culture ( $M = 4.31$ ,  $SD = 0.84$ ), 7. Identity as a representation of language and culture ( $M = 4.22$ ,  $SD = 0.84$ ), 8. Culture in terms of individuals and society ( $M = 4.21$ ,  $SD = 0.93$ ), 9. American and British Cultures ( $M = 4.20$ ,  $SD = 0.88$ ). Moreover, the participants considered the other eighteen topics included in the questionnaire to be important.

Table 3. Descending order of the most preferred topics of language and culture (N=252)

	Topic	M	SD
1	The relationship between language and culture	4.50	0.80
2	Culture, language, and translation	4.46	0.81
3	The function of language in building social relations and communication	4.34	0.85
4	World cultures	4.32	0.91
5	Oral and written culture	4.32	0.81
6	Definition and characteristics of language and culture	4.31	0.84
7	Identity as a representation of language and culture	4.22	0.84
8	Culture in terms of individuals and society	4.21	0.93
9	American and British Cultures	4.20	0.88
10	National cultures	4.19	0.98
11	Globalisation, multilingualism and multiculturalism	4.19	0.89
12	Intercultural communication (interaction among people from different cultures) and cross-cultural communication (comparison of how people from different cultures communicate)	4.18	0.91
13	How to teach culture	4.12	1.04
14	Analysis of cultural manifestations in some literary works and movies	4.11	0.94
15	Advancement and transmission of language and culture	4.10	0.93
16	Sapir and Whorf Hypothesis (how language influences thought systems and perception of reality)	4.09	0.87
17	The dynamics of changes in culture and language	4.08	.868
18	Culture and linguistic categories and culture-specific words	4.07	0.95
19	Deep culture elements (invisible aspects of culture; such as aesthetics, ethics, religion, proxemics, taboos, etc.)	4.06	0.97
20	Sources and components of culture	4.06	0.83
21	Culture in terms of cognitive, symbolic, structural-functional approaches	4.03	0.90
22	Culture studies in sociolinguistics	4.02	0.97
23	Acculturation (learning cultural elements/norms of another culture) and enculturation (learning one's own cultural elements/norms).	4.01	0.88
24	Surface culture elements (visible aspects of culture; such as food, holidays, arts, folklore, etc.)	3.96	0.90
25	Turkish culture and history	3.95	1.02
26	Unitary and discriminative culture (The role of culture for connecting or discriminating people)	3.92	0.97
27	Cultural stereotypes	3.85	0.99

### Conclusion

As clearly seen from the results of the questionnaire, the findings of Likert scale indicate that *the relationship between language and culture* is the most demanded and popular topic in the language and culture course from the perspectives of the ELTEP students. This topic has also been mentioned frequently in the literature as well [1; 2; 3; 4; 5]. Moreover, it is also possible to see that the students from various Turkish universities shared the same view by acknowledging the close relationship between these two concepts [11]. Additionally, it is possible to see that this topic has been the third most frequently cited topic in the document analysis. Because of these reasons, this topic can be included in the language and culture course. Brown approached this relationship between language and culture from a different perspective [12]. According to him, learning a SL resembled acquiring a new identity and this new identity was referred as the second culture. Similar to Brown's view, the participants in this study seem to believe that *identity as a representation of language and culture* has an important place in the teaching of a foreign language, as it has been ranked as the seventh most selected topic in the questionnaire, whereas it is the top most used topic in universities' syllabi.

The second most selected has been *culture, language and translation* which later was included in the survey subsequent to experts' opinions. Due to its place in the rankings, and the slight difference in the mean scores between this topic and the top most selected, its presence in the syllabus of the language and culture course can also be expectable.

The third most selected topic is *the function of language in building social relations and communication*, which has been showed to be closely related to culture in the review of the literature. It can be seen essential to include this topic in the syllabus and teach students how language affects societies, and the communication and the relationships of these societies. It is also worth mentioning that it was the ninth most frequent topic in the document analysis.

Another topic that has received the most attention from the participants is *world cultures*. Although this topic was not in the document analysis, it was added to the list after receiving expert opinion. It can clearly be seen that learning the cultures of others, without favouring one over the other, is not only important for the experienced lecturers, but also for future English teachers. Furthermore, it is important to note that learning about world cultures has been attributed more importance than the culture of a few countries only, as opposed to, for example, the tendency of university lecturers [13]. Therefore, in order to keep up with the rest of the world, and broadening the vision, understanding and knowledge of students; teaching some specific cultures only, should be something to abstain from [14]. However, it is still possible to see the prioritization of the *American and British cultures* in the findings, as this topic has been the ninth most wanted topic



in students' ranking. The reason may be that these two cultures and their reflections are possible to see in many areas in life globally. That is why; it can be possible to include *American and British cultures* as a separate topic along with *world cultures*, which is the 23rd topic out of 81 in the document analysis. However, the focus should not be on these two cultures solely.

The results show that *culture in terms of individuals and society* should be included in the syllabus as well, since it is the eighth most preferred topic by the participants and similarly it is the 10th most included topic in Turkish universities' syllabi. It is also possible to state that the inclusion of this topic to the syllabus is also expectable as teaching culture was found to be important in order to understand the native and the target societies [15].

It can be helpful to include the 11th topic in the list of students' ranking, i.e., *globalisation, multilingualism and multiculturalism*, into the syllabus, for these terms cannot be thought apart from *world cultures*. It may be possible to see more and more novice teachers with a global mindset. It is also in the syllabus of 26 Turkish universities, having the 11th rank in the document analysis as well. Related to globalisation, *intercultural and cross-cultural communication* is another topic that deserves the attention of the syllabus makers. Its importance has been stated in various studies [16; 17]. Although, its place in ELTEP training was found unnecessary and irrelevant by the lecturers [13], the ELTEP students in this study proves the opposite, since it has been the 19th most frequent topic out of 81 topics in Turkish universities' syllabi. Similarly, to Çelik, it is necessary to teach intercultural competence to students in EFL programmes and ELTEPs [17].

Another topic that was ranked in the top 14 is *how to teach culture*. Although according to the document analysis, it has not been given a broad space in university syllabi, as a result of the expert opinion, it was also added in the questionnaire. Considering the aforementioned problems and deficiencies in training future EFL teachers on the given topic, it seems as one of the major issues and is essential to be included in the syllabus [18; 19].

The *analysis of cultural manifestations in some literary works and movies* can also be suggested as, according to the document analysis, it is the 20th most frequent topic. Literature and movies can be good sources for rendering the cultural structure of the society that uses the target language. Depending on the type of the material, these may provide learners with deep or superficial knowledge about culture [16]. So, this topic can be influential for novice English teachers as well. On the other hand, as is seen from the participants in the current study, *deep culture* cannot be said to be a topic that is highly demanded by the students. Contrary to the result of the document analysis, in which this topic was the 5th out of 81; it has been the 19th topic out of 27 in participants' choices and related to deep culture, there is also, more frequently, the teaching of *surface culture elements*. Although students tended more to learn this group of cultural factors

[16; 18], such as the food, arts, famous people, traditions, etc., this topic has been ranked as the 24 out of 27 in the questionnaire. However, as in the case of deep culture elements, it is possibly to see surface culture elements to be frequently included in the Turkish universities' syllabi. By looking at these two results, it can be said that students in the current study are well aware that deep culture elements are more important than surface culture elements; however, they still ranked deep culture elements through the end of the list. This may mean that they still need to be made more aware of the importance and place of especially the deep culture elements in learning foreign cultures.

Another topic that was in the questionnaire is the *dynamics of changes in culture and language*. Since it has not been ranked in the first 14 topics, this study does not suggest its inclusion in the syllabus; however, it is still possible to see that the changes and the dynamic structure of these two notions have been highlighted in the literature [16, 20]. Therefore, it can still be mentioned together with the item *definition and characteristics of language and culture*, which has been the sixth in the questionnaire and the second in the document analysis.

In order to give the content its final form, researchers have taken the first 14 topics, emerged as a result of the findings obtained from the questionnaire. Then, the relationship of some of the suggested topics' relevance to previous studies and the similarities and differences of them with the results of the document analysis were discussed. This stage made it possible for the researchers to see that some of the topics' ranking in the questionnaire results and the document analysis showed resemblance. For example; the topic which has been demanded most by the participants in the study, has also been the top third topic to be included in the universities' language and culture syllabi (see Table 4). So, the similarities in the rankings of some the topics in the students' preferences and the document analysis are thought to increase the reliability of the study.

All in all, the researchers offered this well-rounded list of topics for the syllabus of language and culture course, based on the preferences of the students in ELTEPs together with EFL experts' perspectives. This list is first of all, expected to guide the university lecturers teaching this course. Secondly, the study highlights the importance of integrating English language teaching with culture. Thus, integrating culture and language in EFL settings can contribute to the success in language learning, an ultimate goal of the ELTEPs and thirdly, by using this list of topics, it is expected that the novice English teachers will be equipped with adequate knowledge and awareness of the target cultures and plan their lessons accordingly. For further research, researchers aim to determine the courses which are related to language and culture issues in Kazakhstani ELTEPs and provide a common list of topics which will shed light on EFL teacher education in Turkey and in Kazakhstan.

Table 4. Similarities of the rankings of the topics in students' preferences and universities' syllabi

	Students' preferences (Likert Scale)	Universities' syllabi (Document Analysis)
The relationship between language and culture	1	3
The function of language in building social relations and communication	3	9
Definition and characteristics of language and culture	6	2
Identity as a representation of language and culture	7	1
Culture in terms of individuals and society	8	10
Globalisation, multilingualism and multiculturalism	11	11
Intercultural, and cross-cultural communication	12	19
Analysis of cultural manifestations in some literary works and movies	14	20
Culture and linguistic categories and culture-specific words	18	21
Turkish culture and history	25	22

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#### **Содержание курса «Язык и культура» на образовательной программе «Иностранный язык: два иностранных языка»**

**Аннотация.** Настоящее исследование целенаправленно предлагает список тем для курса «Язык и культура», который был составлен путем тщательного изучения реальных потребностей и предпочтений изучающих английский язык EFL программы. Авторы системно применили исследовательский смешанный метод, так как он позволяет использовать как качественные, так и количественные данные. Качественные данные были собраны путем анализа двадцати трех учебных программ государственных университетов Турции, а также путем обзора соответствующих исследовательских статей с целью выявления связанных и включенных тем в курс «Язык и культура». В дальнейшем исследователи проконсультировались с профильными экспертами, а затем разработали сокращенный список из двадцати семи тем в виде пяти опросников по шкале Лайкра. Выборку исследования составили двести пятьдесят два будущих учителя, которых определили методом выборки снежного кома. Участникам исследования было предложено определить степень, в которой они согласны с важностью каждой темы в сокращенном списке. Результаты исследования показали, что наиболее предпочтительными темами, определенными потенциальными учителями, являются: отношения между языком и культурой; культура, язык и перевод; функция языка при построении социальных отношений и коммуникации; язык и мировая культура. Также было выявлено, что такие темы, как глобализация, многоязычие, мультикультурализм, межкультурная коммуникация и как преподавать культуру, – были определены как важные темы.

**Ключевые слова:** язык, культура, содержание курса, преподавание английского языка, разработка учебного плана.

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### **ELT кафедрасындағы Тіл және мәдениет курсының мазмұны**

**Анотация.** Бұл зерттеу ағылшын тілі бағдарламаларындағы EFL үйренушілердің нақты қажеттіліктері мен қалауларын зерделеу арқылы Тіл және мәдениет курсы тақырыптарының тізімін ұсынуға бағытталған. Зерттеушілер сапалы және сандық деректерді пайдаланатын аралас әдістерді дәйекті зерттеу әдісі деп қабылдады. Сапалы деректер Түркиядағы мемлекеттік университеттердің 23 силлабустарын талдау және «Тіл және мәдениет» курсына қамтылған сәйкес тақырыптарды анықтау үшін тиісті зерттеу мақалаларын қарастыру арқылы жиналды. Кейіннен зерттеушілер тиісті сала мамандарымен кеңесіп, содан кейін 5 баллдық Likert шкаласы сауалнамасы түріндегі 27 тақырыптың қысқартылған тізімін жасады. Зерттеу үлгісі 252 болашақ мұғалімнен құралды және олар қарлы іріктеу әдісімен таңдалды. Зерттеуге қатысушыларға қысқартылған тізімдегі әрбір тақырыптың маңыздылығымен келісу дәрежесін анықтау ұсынылды. Зерттеу нәтижелері болашақ мұғалімдер анықтаған ең таңдаулы тақырыптар: тіл мен мәдениеттің байланысы; мәдениет, тіл және аударма; тілдің қоғамдық қатынастар мен қарым-қатынас құрудағы қызметі; және әлемдік мәдениеттер. Сондай-ақ қорытындылар жаһандану, көптілділік, көпмәдениеттілік, мәдениетаралық және мәдениетаралық қарым-қатынас, мәдениетті қалай оқыту керек сияқты тақырыптардың маңызды тақырыптар ретінде анықталғанын көрсетті.

**Кілтгі сөздер:** Тіл, Мәдениет, Курстың мазмұны, ELT, Syllabus Design.